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ABSTRACT

Opportunities for the student to examine how and why significant others--parents, friends, teachers, or any individual to whom a child looks for guidance--influence his career development, and also how his career behavior and plans affect others in his life are provided through five enabling objectives and related learning experiences. The objectives are: (1) To identify standards set by significant others and cite examples of how these may motivate behavior. (2) to list needs or motives which may influence advice given by other people, (3) to describe how significant others in his life differ in their abilities, activities, aspirations and values, and identify those characteristics in which he differs from these others, (4) to describe his own career aspirations, behavior, abilities and values, and relate these to the influences of significant others, and (5) to identify the ways in which his career plans and behavior affect significant others. This package is one of a series developed for use at the high school level, and may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained mini-courses or group guidance units. Activities related to the enabling objectives are appended. (TA)

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SIGNIFICANT OTHERS

A Career Education Resource Guide

by

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RATIONALE

The influence of significant others, in terms of their values and attitudes, are a major factor in developing a child's motivation to work and capacity for work. Occupational advice from other people, particularly that from significant others--parents, friends, teachers, or any individual to whom a child looks for guidance or whom he tries to emulate and please--may be colored with biases based on unfulfilled ambitions, dreams, fantasy, partial information, social status symbols, and prejudice. The same people may also have objective and knowledgeable suggestions to contribute. In pursuing a career, one may make more realistic choices if he is able to determine whose needs are being met in the exchange of advice.

Further, in a society as complex as ours, the career decisions each of us makes affect not only our own lives but the lives of those with whom we live and work. We are interdependent with those around us, thus we have a responsibility to consider how our actions affect the lives of others. Realistic career planning should involve recognition of the effect career decisions and career behavior may have upon significant others, such as family, spouse, and friends.

This learning package provides opportunities for the student to try to discover how and why significant others influence his career development, and also how his career behavior and plans affect others in his life.

Suggestions for Use of the Material

This package is one of a series developed for use at the high school level. Constituting a career development curriculum (CDC), these packages identify important concepts of self and community which too often are left at the periphery of the curriculum. They focus on the kinds of social issues and vital themes which make up real life and are of concern to young people.

The career development objectives and learning activities contained in this and other packages of the series may be implemented through the traditional subject areas or they may be taught by teachers and/or counselors as self-contained mini-courses or group guidance units. A teacher who wishes to incorporate career development activities in her course of study has the option of teaching an entire package or selecting those enabling objectives and learning opportunities which interest her most, fit her time schedule, or best meet the needs of her students. In choosing this latter option, however, the teacher should be aware that there is a sequential ordering of the enabling objectives within any one package. The sequencing moves from basic concepts to more complex concepts.

Ideally, a coordinated approach which distributes these learning activities throughout all subject areas of the curriculum is recommended. Such an approach may be achieved where teachers of the various disciplines, in consort with each other, identify those objectives and activities having relevance for their respective areas and incorporate these activities in an overall curriculum plan.

SIGNIFICANT OTHERS

Terminal Performance Goals

The student will

1) Describe how the expectations and examples of others affect his career behavior and plans.

2) Select from the advice given by significant others that which he can productively utilize in planning his career.

3) Predict the effect his career decisions and behavior may have upon significant others.

Enabling Objectives

EO#1 Identifies standards set by significant others and cites examples of how these may motivate behavior.

Learning Experiences

1) To help students identify the significant others in their lives, have them pair up and interview each other to determine who is important in their lives and why they are important, using the questionnaire in the Appendix, p. 8. Then, ask each student to give examples of how the significant others have or could have motivated the student's behavior at home, at school, or elsewhere.

2) Have students discuss the adage "like father, like son" in a career context. While occupations are no longer always passed from father to son as in a hereditary monarchy, caste system or through strict social class limitations, there is some evidence that occupational aspirations and values are passed on from generation to generation today, as in the Ford, Rockefellor and Kennedy families. Ask students to make a family tree showing the occupations held by their parents, grandparents and other relatives. They may discuss the results, using the questions in the Appendix, p. 9 as a guide. The class may wish to tally the results to determine in how many families one occupation seems to predominate. See Appendix, p. 10 for sample family tree.

3) Ask students to read a piece of literature in which significant others exert discernible influence on the main character's career behavior. Ask them to identify the significant others and describe how they motivate the main character's behavior, either positively or negatively. The students may read a work individually and report orally to the class, or groups of students may prepare a panel report on a work. See Appendix, p. 11 for suggested reading list.

4) Each student should interview a worker in his preferred occupation(s) to determine the people whose advice most influenced the worker in his career planning. See Appendix, p. 12 for guide questions. The student should identify similarities and differences in the advice given the worker and the advice he himself has been given. Is he being influenced by the same kind of advice? Is it likely to have the same kind of result?

5) Have each student portray in some way (written description, composite picture, drawing, etc.) the person he feels significant others want him to become. Ask him to explain how these perceived expectations have affected him and his career behavior.

30#2 List needs or motives which may influence advice given by other people.

Learning Experiences

1) Have students select a work from the list in the Appendix, p. 11 (or any work the teacher feels is appropriate) to read and discuss. They should identify the significant others in the work and try to discover why they try to influence the main character, what needs in their lives are served by influencing him? For example, why does Amanda Wingfield in The Glass Menagerie stress the importance of Laura's having gentleman callers?

2) To make the effect of underlying needs on advice more apparent, have students take part in a role-playing exercise. Set up groups of three or four students in which one student plays the role of a young person looking for career advice while the others, in the roles of counselor, teacher, parent, friend, sibling or spouse, give him advice. Each advisor, however, must act as if he is strongly motivated by one particular need, such as power or approval (see Appendix, p. 13 for fuller list). Advisors should make the advice they give congruent with the needs of the character they are playing.

3) When one gives career advice, it is from one's own particular frame of reference which is determined not only by one's needs, but by one's interests, abilities, experience and attitudes, among other things. Ask students to pair off with someone they know fairly well, if possible, and ask each other for career advice. They should then discuss and analyze that advice to determine what factors influenced it, e.g. a student strongly interested in medicine may advise another to enter that field without considering the other's interests or abilities, a student who needs to feel knowledgeable may pretend to have information when he doesn't, a student who is envious of another's academic prowess may suggest that he not apply to a certain school since he probably couldn't get in, a student who does his most effective work in short, widely-spaced bursts might give advice which is totally inappropriate for a student who is most effective on a regular schedule, etc. This experience should give the student insight not only into other people's motives in advising him, but into his own motives in advising others as well.

4) Have students identify from three to five significant others in their lives and ask them what they think the student should do for a job or career and why they think so. Have students write up the advice and, on a separate page, a description of the person who gave the advice -- his interests, abilities, values, needs, and aspirations insofar as the student knows them. Split the students

into small groups and have them trade data with someone in another group, so that no group has data compiled by its own members. The students should read the advice and the descriptions, then try to match each piece of advice with the description of the person who gave it. If they are able to match them, they should identify the reasons or clues to the identity of the advisor.

EO#3 Describes how significant others in his life differ in their abilities, activities, aspirations and values, and identifies those characteristics in which he differs from these others.

Learning Experiences

1) Ask students to interview significant others in their lives to ascertain how they differ or are similar, using the questionnaire in the Appendix, p. 14. The students may also ask them to rank the importance of money, security, advancement, authority, etc. Students should then rank their own values, and compare. This should give some indication not only of how the student differs from significant others in his life, but of how these significant others differ among themselves.

2) Have students interview at least two workers in his preferred occupation(s), and then describe how they are different and how they are similar. Have the student examine the similarities of the workers and try to determine which, if any, of these characteristics might be job-dependent, that is, characteristics which all successful workers in this field seem to have. If he finds any characteristic which seems to be job-dependent, he should decide whether or not he has this characteristic.

3) Thoreau once stated, "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away." This has been loosely translated into modern cant as "Different strokes for different folks." Have students in small groups discuss this concept as it relates to career planning and behavior, using the study questions in the Appendix, p. 15 as a guide.

EO#4 Describes his own career aspirations, behavior, abilities and values, and relates these to the influences of significant others.

Learning Experiences

1) Ask students to identify from three to five significant others in their lives, then list the ways those others most influenced them. See Appendix, p. 16 for chart which may be duplicated for students' use in this exercise.

2) Have students list chronologically as many of their career aspirations as they can remember. Then have them make a list of the people who have been most important to them at various times. Ask them to compare the lists to see if there is any relationship, i.e., did they gain or lose interest in a particular field because of the influence of a significant other, did they acquire any career behaviors as a result of such influence.

3) Ask students to identify the ability they feel they have most fully developed (ability to persuade others, to play piano, to work with numbers, etc.). They should then analyze the means by which they developed it: how did they become interested in it, who encouraged them, etc. Then ask them to name the ability they feel most frustrated about, and describe the reasons for that frustration, e.g. not enough encouragement and/or opportunity, too much pressure.

4) Have students interview a successful worker in their preferred occupation(s) and obtain a description from that worker of the kind of person who would be most likely to succeed in that occupation. Each student should then ask significant others in his life for a description of himself. In small groups, students can check these descriptions with their peers to see if they feel they are realistic. They should then compare that description given them by the worker with the descriptions of themselves for likenesses and differences.

EO#5 Identifies the ways in which his career plans and behavior affect significant others.

Learning Experiences

1) Using one of the works suggested in the Appendix, p. 11, or an appropriate short story, have students describe orally or in writing how the career behavior of the main character affected those around him.

2) Have students interview their parents to determine what effect their career behavior has had on parents and friends; if possible, students should also interview older brothers or sisters. Ask each student to describe the effects of his family's career behavior on the student's life. See Appendix, p. 17 for guide questions.

3) Have each student interview a worker in his preferred occupation(s) to determine how his career behavior has affected the people who are significant to him. The guide questions from EO#5-2 (Appendix, p. 17) may be used as an aid.

4) In the Appendix, pp. 18-20 is an excerpt from The Little Prince. Have students read the excerpt, then discuss its meaningfulness in terms of their relationships with significant others, and the responsibilities that these relationships imply for the students' career behavior. See Appendix, p. 21 for stimulus questions.

5) Ask each student to write a paragraph describing how he thinks significant others in his life would react to and be affected by his decision to follow a particular career. He may then ask these significant others how they think they would react, if possible. (If unmarried, he can't check with his spouse and children, but he should still consider the probable effects on them.)

6) Split students into small groups of "interdependents": assume relationships of parentage, marriage, friendship, etc. The teacher may assign more specific character roles (i.e., domineering wife, dependent father, very insecure child, etc.) or the students may be allowed to define their characters themselves. After the roles have been established, have students discuss the effect on the others with whom they are "related" of their projected career plans and behavior.

7) John Donne is famous for his "No man is an island" sermon. Simon & Garfunkel express the theme in a different manner in their song "I Am a Rock." Hand out copies of the sermon, and have the class discuss or debate Donne's premise in regard to career behavior. Play the record as another activity. See Appendix, p. 22 for sermon and stimulus questions.

EVALUATION

The teacher may have the student:

1) Identify two or more significant others in his life and list the basic wants and needs which are satisfied by their career.

2) Describe how his own wants and needs have been influenced by these others.

3) Where his own wants and needs are dissimilar, describe how this affects his relationship with these significant others.

The teacher may observe the extent to which the student is able to establish significant relations with others, involving such dimensions as awareness of one's own feelings and attitudes and how they differ from others; helping others to be aware of their own feelings and attitudes; and understanding more fully the nature of giving and receiving help.

REFERENCES

Donne, John. Works, Boston: Little, Brown & Company, 1955.

Saint Exupery, Antoine de. The Little Prince, New York: Harcourt, Brace & World, 1943.

Simon, Paul and Garfunkel, Art. Sounds of Silence, New York: Columbia Records, 1965.

Thoreau, Henry David. Walden, New York: The Modern Library, 1950.

APPENDIX

QUESTIONNAIRE FOR EO#1-1, IDENTIFICATION OF SIGNIFICANT OTHERS

1) If something really good happened to you at school, which people would you want to tell first? Why?

2) If something really good happened outside of school, which people would you want to tell first? Why?

3) If something really good happened at home, which people would you want to tell first? Why?

4) If you had a problem at school, who would you be most likely to ask for help? Why?

5) If you had a personal problem, who would you be most likely to ask for help? Why?

6) If you had done something you were very proud of, who would you most want to know about it? Why?

7) If you had done something you were ashamed of, who would you least want to know about it? Why?

8) Is there anyone who can influence you to do something you don't want to do? If so, why do they have this influence (i.e. age, intelligence, persuasiveness)?

9) If you wanted advice on choosing a career, who would you ask? Why?

GUIDE QUESTIONS FOR EO#1-2, FAMILY OCCUPATIONAL DISCUSSION

1) What occupation is the most common in your family as far as you know?

2) What is the most common occupation on your father's side?

3) What is the most common occupation on your mother's side?

4) Do these seem to be related to the occupation(s) your father and mother chose?

5) What occupation is most common among the men in your family?

6) What occupation is most common among the women in your family?

7) Can you see any kind of pattern in the occupational choices of your family? If so, describe it.

8) If one occupation seems to occur quite frequently, can you give reasons why it might do this?

9) Do your own occupational aspirations bear any relationship to the occupational patterns of your family? If so, how?

SAMPLE FAMILY OCCUPATIONAL TREE FOR EO#1-2

Fill in the blanks with the occupation of the relative described.

Father's father's father	Father's father's mother	Father's mother's father	Father's mother's mother	Mother's father's father	Mother's father's mother	Mother's mother's father	Mother's mother's mother

Father's father	Father's mother	Mother's father	Mother's mother

Father's brother/ sister	Father's brother/ sister	Father	Mother	Mother's brother/ sister	Mother's brother/ sister

my brother	my brother	me	my sister	my sister

SUGGESTED READING LIST FOR EOP1-3

The relative reading difficulty of the works is indicated by the number of asterisks preceding the title, from one (easiest) to four (hardest).

*Bagnold, Enid. National Velvet. Nelson Doubleday, Inc. 1935.

*Bonham, Frank. Durango Street. E. P. Dutton, 1965.

*Burnett, Frances. The Secret Garden. Lippincott, 1963.

*Cavanna, Betty. Paintbox Summer. Junior Literary Guild, 1949.

**Davis, Sammy. Yes I Can. Farrar, Straus and Giroux, 1965.

***Frederic, Harold. The Damnation of Theron Ware. Holt, 1958.

**Gregory, Dick. Nigger. Dutton, 1964.

****Kafka, Franz. The Trial. Modern Library, 1964.

**Knowles, John. A Separate Peace. Bantam, 1959.

**Kunen, James Simon. The Strawberry Statement: Notes of a College Revolutionary. Avon, 1968.

****Lawrence, D. H. Sons and Lovers. Viking, 1958.

**O'Connor, Edwin. All in the Family. Little, 1966.

**Shaw, G. B. Pygmalion in Four Plays. Modern Library, 1953. (or, *Lerner and Loewe. My Fair Lady.

***Warren, Robert Penn. All the King's Men. Harcourt, 1946.

***Williams, Tennessee. The Glass Menagerie.

GUIDE QUESTIONS FOR EO#1-4

These questions may be used by the students as a guide in preparing a questionnaire to use in interviewing workers.

1) When did you decide to go into this occupational field?

2) Which individuals were most important to you at this time?

3) From whom did you learn about this field?

4) Whose advice did you seek in your career planning?

5) From whom did you get career advice -- solicited or unsolicited?

6) Did you take the advice?

7) Who had the most influence on your decision to enter this field?

   a) parents
   b) siblings
   c) spouse
   d) workers in the field
   e) friends
   f) school personnel (teachers, counselors, administrators, etc.)
   g) other (list)

8) How did they influence you?

9) If you had it to do over again, which individuals' advice would you listen to? Or, where would you look for advice?

10) How has the advice of these people affected you or your career plans and behavior?

LIST OF NEEDS FOR EO#2-2

acceptance

approval

adventure

change

dependence

fame

friendship

independence

money

power

religion

security

self-importance

stability

QUESTIONNAIRE FOR EO#3-1, INTERVIEW WITH SIGNIFICANT OTHERS

1) What are your greatest abilities?

2) What activities (community affairs, hobbies, etc.) are you involved in?

3) Why are you involved in these particular activities?

4) What are your goals for the future in your work life?

5) What are your goals for the future in your personal life?

6) What do you value most highly in life?

7) Rank the following considerations in the order of their importance to you:

Achievement: accomplishment, result brought about by resolve _____

Aesthetics: The appreciation and enjoyment of beauty for beauty's sake. _____

Altruism: Regard for or devotion to the interests of others _____

Autonomy: the ability to be a self-determining individual _____

Honesty: fairness or straightforwardness of conduct _____

Justice: conformity to truth, fact, or reason _____

Knowledge: Seeking of truth, information or principles for satisfaction of curiosity, for use, or for the power of knowing. _____

Morality: the belief in and keeping of ethical standards _____

Physical Appearance: concern for the beauty of one's body _____

Power: possession of control, authority, or influence over others _____

Recognition: being made to feel significant and important; being given special notice or attention _____

Religion: communion with, obedience to and activity in behalf of a Supreme Being _____

Security: feeling free from fear, danger, doubt _____

Solitude: being solitary or alone, remote _____

Wealth: abundance of valuable material possessions or resources _____

QUOTE AND STUDY QUESTIONS FOR EO#3-3, SMALL GROUP DISCUSSION

If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.

--Thoreau

1) Do you know anyone you would describe as "hearing a different drummer"? If so, why?

2) Do you agree that he should "step to the music which he hears"? Why or why not?

3) Do any of the people you would describe as significant others fall into this category?

4) Do you believe that you have to keep pace with your companions in order to influence them?

5) Has your career planning involved "keeping pace" with your companions? If so, how?

6) Who are the companions -- friends, neighbors, relatives, society in general?

7) Do you have to "keep pace" with your companions to be in harmony with them -- must you think, act, and work like others in order to respect and/or learn from them?

CHART FOR EO#4-1. INFLUENCE OF SIGNIFICANT OTHERS

Fill out the chart with the name of the significant other, followed by the ways in which he has influenced you. For example, the significant other might be a piano teacher, my resultant career aspiration might be to become a concert pianist, she may have instilled in me the values of achievement and aesthetics, the abilities she encouraged may be musical, the work behavior I acquired might be perseverence, regular practice.

SIGNIFICANT OTHER WHO INFLUENCED ME	MY CAREER ASPIRATIONS	VALUES	ABILITIES	WORK BEHAVIOR

GUIDE QUESTIONS FOR EO75-2, INTERVIEW WITH PARENTS, SIBLINGS

1) When you decided to go into this particular field, how did your parents react?

2) Did they react primarily to the choice you made or to the manner in which you made the choice? Why?

3) How did your friends react to your career choice?

4) Did your career decision have any effect on the lives of your parents or friends? If so, describe that effect.

5) Did your decision change your relationship with your parents? friends? (frequency of contact, status positions, etc.)

6) Do you have the same (or the same type of) friends now as then? If not, describe the differences.

7) Did your decision affect your social life? If so, how?

8) If you are married, how did your career choice affect your spouse:
   a) home life easier or more difficult?
   b) able to go out more or less often?
   c) any effect on number or care of children?
   d) any effect on the kind or number of friends your spouse has?
   e) are you together more?
   f) able to vacation satisfactorily?

Pages 18-20 have been removed because they are copyrighted. They contain an excerpt from Antoine de Saint Exupery's, The Little Prince, New York, 1943, 1971. Harcourt Brace Jovanovich, Inc.

guilt that we do not want children. And the population crisis is making it even clearer that as a symbol for Americans motherhood ought to defer to apple pie.

We are so used to putting men's needs first that we don't know how to ask for what we want, or else we share the common ignorance about our own physiology. Freudian analysts contribute to the problem. The realization that past guilt and frustration have been unnecessary is not the least of the sentiments that draws women to women's liberation.

We are angry about the powers men wield over us. The physical power--women who study karate do so as a defense against muggers, not lovers. And the social power--we resent the fact that men take the initiative with women, that women cannot ask for dates but must sit home waiting for the phone to ring.

That social conditioning began in childhood when fathers went out to work and mothers stayed home, images perpetuated in schoolbooks and games and on television. If we were bright students, we were told, "You're smart--for a girl," and then warned not to appear too smart in front of boys--"Or you won't have dates."

Those of us who persisted in reaching for a career were encouraged to be teachers or nurses so we would have "something to fall back on." My mother told me: "You're so bright, it's a pity you're not a boy. You could become president of a bank--or anything you wanted."

Ironically, and to our dismay, we discovered that playing the assigned role is precisely what elicits masculine contempt for our inferiority and narrow interests. Tooth and Nail, a newsletter published by women's liberation groups in the San Francisco area, acidly points out a few of the contradictions: "A smart woman never shows her brains; she allows the man to think himself clever. . .Woman's talk is all chatter; they don't understand things men are interested in."

Or: "Don't worry your pretty little head about such matters. . .Women like to be protected and treated like little girls. . .Women can't make decisions."

The feminist answer is to throw out the whole simplistic division of human characteristics into masculine and feminine, and to insist that there are no real differences between men and women other than those enforced by culture.

Men say women are not inferior, we are just different; yet somehow they have appropriated most of the qualities that society admires and have left us with the same distinctive features that were attributed to black people before the civil rights revolution.

Men, for example, are said to be strong, assertive, courageous, logical, constructive, creative, and independent. Women are weak, passive, irrational, overemotional, empty-headed, and lacking in strong superegos. (Thank Freud for the last.) Both blacks and women are contented, have their place, and know how to use wiles--flattery, and wide-eyed, open-mouthed ignorance--to get around "the man." It is obviously natural that men should be dominant and women submissive. Shuffle, baby, shuffle.

Our "sexist" system has hurt men as well as women, forcing them into molds that deny the value of sensitivity, tenderness, and sentiment. The elimination of rigid sex-role definitions would liberate everyone. And that is the goal of the women's liberation movement.

SERMON FOR EO#5-7

No man is an island, entire of itself; every man is a piece of the continent, a part of the main; if a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friends or of thine own were; any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee.*

STIMULUS QUESTIONS

1) Do you accept the premise that "no man is an island?" Why or why not?

2) If "I am involved in mankind"; does it follow that I am responsible for the effects of my actions on others? Why or why not?

3) Can you choose not to be involved in mankind? Explain your answer.

4) Assuming that you are inextricably involved or interdependent with others, which course will you follow in making career choices:

   a) Do what is best for you -- you don't ask others to adjust their plans to suit you.

   b) Consider the effect of your career choice on your family -- immediate or prospective -- and do what seems best for the group.

   c) Look at your career not only in personal or familial terms, but in the larger sense: consider the effect on mankind.

   d) other -- explain.

   Why did you choose the course you did?

*John Donne. Devotions, XVII

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